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ABSTRACT

This annotated bibliography identifies 31 recent (1989 through 1992) articles of interest to college students with disabilities and personnel involved in postsecondary career centers and disability services offices. A preliminary section provides a review of the literature as a whole. Abstracts summarize articles' major points or studies' findings. Articles are grouped into the following categories: career development/preparation (11 articles); employment/workplace accommodations (8 articles); follow-up studies (7 articles); and policy/professional development (5 articles). Articles in the section on career development fall under three categories--career planning, career preparation, and career achievement. An underlying theme of most articles in the first section is that effective career development encourages self determination of people with disabilities. The need for flexibility in counseling approaches is stressed. Most of the articles in the section on employment/workplace accommodations discuss implementation of the Americans with Disabilities Act (ADA). These articles cover the hiring process, reasonable accommodations, essential functions, disclosure, and resources for the employer. The follow-up studies explore how a college education affected employment outcomes, or compare successful and unsuccessful groups of adults. The articles on policy/professional development either discuss professional development of counselors or address implications of the ADA. An appendix gives relevant organizational addresses. (DB)

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CAREER DEVELOPMENT AND EMPLOYMENT FOR COLLEGE STUDENTS AND GRADUATES WITH DISABILITIES:

AN ANNOTATED BIBLIOGRAPHY

1993 EDITION

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Introduction

Two projects have collaborated to prepare this annotated bibliography — Career Connections at the University of Minnesota and Project ICAN at the University of Massachusetts. Our purpose is to provide college and university student services staff with information on the most recent literature dealing with these issues.

In selecting sources to include in the bibliography, we chose those that would be of interest to postsecondary career center and disability services offices staff. We searched not only for articles that focus on the student but also for those that look at the institution and its responsibilities. We selected articles that deal with the career development and employment of college students/graduates with disabilities and with professional preparation of employers and career staff who work with people with disabilities.

A few sources that did not meet all of the criteria were included because we felt they were particularly relevant to the subject under study. We have chosen to write abstracts that are a little longer than typical so that the reader learns not only about the topic of the article, but also of the major findings of the study.

The articles are placed into the following categories:

- Career development/preparation
- Employment/workplace accommodations
- Follow-up studies
- Policy/professional development

Before turning to the abstracts, we provide a brief overview and discussion of the articles reviewed.

Career Development/Preparation

The articles included in this section fall under three general categories: 1) career planning — identifying a career goal, 2) career preparation — developing job skills and competencies, and 3) career achievement — meeting a career goal. Although seldom stated, an underlying theme common to these articles and books is that effective career planning, preparation, and achievement strategies encourage the self-determination of people with disabilities.

While the authors vary greatly in their approaches to the career needs of people with disabilities, the breadth of these articles indicate there is a need for flexibility in both counseling approaches and interventions. Among the strategies offered in these articles are: individualized career counseling interventions (Thompson & Hutto, 1992), small group interventions (Loughead, 1989), technology-based interventions (Alston & Burhead, 1989), supported education (Unger, Anthony, Sciarappa, & Rogers, 1991), and eclectic approaches (Rosenthal, 1992). There is a consensus among the authors that the career development needs of individuals with disabilities are not being met.

Many authors have previously discussed the barriers to career development of people with disabilities. In this bibliography two of the articles (Loewen & Iaquinta, 1989; Rosenthal, 1992) identify poor self-concept as a barrier to career development. This implies continuing concerns with attitudinal barriers, as self-concept is related to attitudes held by others towards the individual with a disability.

Witt (1992), Minton (1992), and Rabbi and Croft (1989) address disclosure in their works. Most individuals with disabilities must confront the issue of disclosing their disability to prospective employers during the job search. In fact, disclosure of one's disability during the job search may be one of the most difficult decisions many people with disabilities face. These authors agree that individuals with disabilities must take the initiative to help people without disabilities feel comfortable during the job hiring process.

Perhaps the group which has the greatest difficulty with disclosure are those with psychiatric disabilities. Two manuscripts (Unger, Anthony, Sciarappa, & Rogers, 1991; Loughead, 1989) discuss interventions designed to increase the career achievement of people with psychiatric disabilities. These articles provide an excellent introduction to this issue, although there is a need for more research and information concerning this topic.

A few articles discuss the creation of a policy for implementing a career services delivery system for college students with disabilities. HEATH (1991) proposes that integrating services for students with disabilities into existing career services is most effective and efficient over time. However, Thompson and Hutto (1992) believe that the career development needs of postsecondary students with disabilities require new service models.

The literature reviewed in this bibliography has not adequately dealt with the role postsecondary professionals (e.g., academic advisors, professors, administrators, disability services staff, and career center staff) play in the career development of students with disabilities. It becomes increasingly apparent that this broad spectrum of professionals in higher education need to develop an understanding of counseling practices and methods that are most appropriate for working with students with disabilities. Counseling professions, such as rehabilitation counseling, have historically adopted theories and practices developed on populations of persons without disabilities. Although these theories and practices generally apply to people with disabilities, there are many unique concerns or problems that need to be addressed.

Professionals must possess a basic understanding of students with disabilities and disabling effects, a general knowledge of career development theories and careers, and a basic understanding of educational and occupational accommodations. To serve as effective advocates, professionals need to be able to identify the support networks on their campus and in the community and provide appropriate referrals for students. To provide the greatest level of support for students with disabilities, everyone within the educational counseling system needs to have a similar frame of reference. There is a need to (a) identify the role of the professional; (b) develop a basic framework for understanding the career counseling needs of students with disabilities; and (c) disseminate that information to professionals in a practical format.

Employment/ Workplace Accommodations

Most of the articles related to employment of people with disabilities discussed implementation of the ADA. Of the nine sources reviewed in this section, eight discussed the ADA. The major thrust of most of the articles is either to inform the reader of legal obligations under ADA and/or to convince the reader of the positive outcomes of hiring people with disabilities. The articles cover the hiring process, reasonable accommodations, essential functions, disclosure, and resources for the employer. Companies that have successfullly employed people with disabilities are highlighted in two articles (Honeck, 1991 & Martinez, 1990). Weisenstein (1991) reports that employers set the same standards for workers

with and without disabilities; he therefore cautions that service providers should not try to "sell" people with disabilities on the basis of unique qualities.

Most of the articles are written either for employers or for service providers. One article is written for individuals with disabilities (Second Annual Survey, 1992). This article evaluates companies' records on hiring people with disabilities. The top 100 companies identified by readers of this magazine are highlighted.

In general, the articles reviewed approach the audience as if employers need to be convinced of the value of hiring people with disabilities. There is an emphasis on how simple and inexpensive most accommodations are and how successful people with disabilities are in the workplace. Hopefully, once ADA has been fully implemented and employers have had a range of experience in working with people with disabilities, questions related to reasonable accommodation and essential functions can be addressed without trying to convince the reader of the value in dealing with these issues. People with disabilities will be truly integrated into the workforce when disability-related issues are addressed in the same routine way as other personnel issues.

Follow-up Studies

The follow-up studies reviewed either explored how a college education affected employment outcomes or compared successful and not successful groups of adults to determine characteristics leading to success.

Those studies that dealt with the effects of college education on employment outcomes report that, although a college education improves the outlook for individuals with disabilities, it still does not result in equal opportunities when compared with the nondisabled population. DeLoach (1989) found a close correlation between college major, occupational category, and income among women graduates. Thus he suggests that women with disabilities should be encouraged to explore a wider range of college majors.

Two articles contend that adults with disabilities become independent at a later age than their nondisabled peers. Frank, Karst, and Boles (1989) found that adults with disabilities took longer to find a job than their nondisabled peers. The study by Spekman, Goldberg, and Herman (1992)

reports that adults with learning disabilities matured later than nondisabled adults. Maturity was based on intimate relationships and independent living.

Some very interesting commonalities are found among the articles dealing with successful groups of adults with learning disabilities (Adelman & Vogel, 1990; Gerber, Ginsberg, & Reiff, 1992; and Spekman, 1992). Common traits of successful adults included understanding and accepting the disability, willingness to talk about the disability, finding ways to compensate for the disability, setting goals, perseverance, and making use of a support system.

A disturbing finding of Gerber, Ginsberg and Reiff (1992) is that school experiences were found to be overwhelmingly negative among these successful adults. It is important for educators to learn that, from the perspective of these adults with learning disabilities, school had "little value" and had very little impact on their eventual success.

Articles focusing on successful adults with disabilities are a welcome contrast in the professional literature to the usual studies comparing disabled and nondisabled groups. The trend appears to be steering away from a deficit model, in which researchers concern themselves with the characteristics of people with disabilities that need "fixing" and toward a more proactive model, in which researchers seek to learn from individuals with disabilities who have made it.

Policy/Professional Development

We found very little literature that dealt with policy or professional development as it relates to career development and employment of college students with disabilities. The focus of most of the available literature is on how to help individual students be successful within existing institutional structures, not on how to change policy and practice to make institutions more effective in working with students with disabilities. More research needs to be conducted on how to change the institution to meet student needs rather than on how to change the student to fit the institution.

Three articles discuss professional development of counselors, suggesting competencies counselors should have in working with or placing individuals with disabilities and describing training to better prepare counselors. Roberts (1992) argues that counselors place too little emphasis on placement and therefore suggests that placement agencies provide extrinsic rewards for placement activities.

One article (Bowe, 1992) addressed the impact of recent legislation on people with disabilities. He distinguishes between dependence legislation and empowerment legislation and contends that people with disabilities have not fully taken advantage of the empowerment provided them through the ADA.

The final article in this section (Simpkins & Kaplan, 1991) provides suggestions on how career centers can meet both the letter and the spirit of the ADA. This is the only article in our review that addresses the specific concerns of campus career centers. Clearly, researchers and practitioners in career development and employment for people with disabilities must address their writings to this important resource for college students.

Career Development/Preparation

Alston, R.J. & Burhead, E. J. (1989). Computer-assisted career guidance and the career indecision of college students with physical disabilities. Rehabilitation Counseling Bulletin, 32, 248-253.

Using a post-test only control group design, the authors examine the effect of a computer-assisted guidance system, DISCOVER, on the career indecision of college students with disabilities and the relationship of career indecision to sex, type of disability, age of onset of disability, and grade point average.

Participants were 50 undergraduate students (26 males and 24 females) with disabilities (visual impairment, spinal impairment, epilepsy, hearing impairment, and learning disability) whose ages ranged from 19 to 55. Participants randomly assigned to the DISCOVER group progressed sequentially through the system's first three modules. Upon completion, these students, as well as the students assigned to the control group who did not participate in DISCOVER, were administered the Personal Data Sheet (demographic information about vocational counseling and career planning experiences) and the Career Decision Scale (paper-pencil instrument designed to measure reduction in career indecision).

Results indicated no significant differences in the level of career indecision according to group membership (DISCOVER and control), sex, and type of disability. Additionally no significant relationship was found between level of career indecision and age of onset of disability and grade point average for either group.

The authors conclude that the lack of significant results may be attributed to the "complex nature of the career decision-making process in combination with the relatively brief intervention used" (p 251). They call for career interventions that are more "extended, varied, and intensive" (p. 251) and pose several questions deserving of further research.

HEATH Resource Center (1991). Career planning and employment strategies for postsecondary students with disabilities. Washington, D.C.: American Council on Education.

This HEATH resource paper summarizes the issues of career development in higher education and discusses the components of eight different model postsecondary career planning programs. HEATH identified these model programs in 1991 as a representative sampling of the most positive and effective postsecondary career planning and employment strategies. Most of these programs have incorporated new programs into existing career services rather than creating duplicative services for special populations. This integrative approach is more cost-effective and leads to more inter-departmental cooperation.

The resource paper includes summaries of four federal programs and three non-profit programs with a national focus. The paper concludes with a list of seven resource persons with career planning and employment experience and a selected annotated bibliography of 15 references.

See Appendix A for the address of the HEATH Resource Center.

Loewen, G. & Iaquinta, M. (1989). Rebuilding a career plan: Issues for head-injured students. Reaching New Heights: Proceedings of the 1989 AHSSPPE Conference. Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education (now AHEAD).

The authors discuss career development of head-injured students in the context of Super's theory of vocational development. They conducted case

studies of five college students who had experienced head injuries. Three themes were identified in the interviews of these students: (a) developing a new self-concept through trial experiences; (b) diminished self-esteem as a result of repeated failure; and (c) diminished social contact resulting from fear of exposing their limitations.

The authors conclude that self-concept must be a primary issue addressed in the career development of head-injured students, in which students tests the emerging self-concept against reality.

See Appendix A for the address of AHEAD (Association on Higher Education and Disability).

Lombana, J. H. (1989). Counseling persons with disabilities: Summary and projections. Journal of Counseling & Development, 68 (3), 177-179.

Lombana divides her article into three sections: recent significant advances for people with disabilities, problematic areas in counseling persons with disabilities, and future counseling recommendations. Areas of advancement cited by Lombana include improved identification of students with learning and emotional disabilities, advocacy by parents through litigation, the increasing awareness of available services, and interagency cooperation. The author suggests that perhaps the most significant change for people with disabilities is person-centered language. This new terminology represents an important attitudinal change.

The author contends that effective counseling is not being provided for students with disabilities within the existing structure of secondary education. The author recommends preservice and inservice training focusing on career development to empower counselors working with individuals with disabilities. High unemployment, poor job placement rates, and negative attitudes towards people with disabilities are identified as problems that counselors must address. She believes that increasing the public's awareness of disability is prerequisite to any other interventions.

Loughead, T. A. (1989). Career development curriculum (CDC) for the mentally ill. Journal of Career Development, 16(1), 53-61.

The author discusses the lack of career development research related to individuals with mental illness and the lack of attention to career

development for this population. In response, the author provides a model for structuring career development interventions with persons with mental illness. The proposed program is designed for individuals who are presently integrated into the community or expect to move to an independent or semi-independent living situation.

The article identifies the program goals, supporting components, rationale, and the number of sessions required to implement. The goals and components include: (a) fostering job readiness (reality of work, integrating mental illness and employment, on the job behavior); (b) enhancing client's self-awareness and knowledge about the world of work (self-assessment, occupational information, decision-making); and 3) facilitating job seeking and keeping (job search skills, job finding support system, transitional employment, employment support group). A homogeneous group of ten individuals is suggested for the delivery of the program.

The author cites the following potential outcomes of the program: (a) individuals acquire realistic expectations of the world of work, as well as basic intellectual and emotional skills needed for employment; (b) individuals make a career choice commensurate with their aptitudes, abilities, interests, values and temperaments; and (c) individuals obtain and successfully function in an employment position within the competitive job market. The author cites the following outcomes of the program: (a) acquisition of basic skills needed for employment and a more realitic view of the world of work; (b) generation of career choices consistent with aptitudes, abilities, interests, and values; (c) obtaining employment within the job market.

Minton, E. (1992, December). How to highlight your skills. Graduating Engineer: People with Disabilities, pp. 34-40.

The intent of this article is to offer advice for individuals with disabilities during the job interview. Minton says that people with disabilities need to be aware of the four essential aspects of a successful job interview: a) address the interviewer's discomfort with disability; b) guide the interviewer toward breaking down barriers between them; c) demonstrate how to compensate for disability in the workplace; and d) stress the positive.

The author interviewed five employment experts. These professionals suggest that the job seeker do his or her homework by investigating the company and the job that they are applying for prior to the job interview. They feel it is important to know the essential job functions and whether accommodations will be necessary to fulfill them. Most of the professionals feel that disclosure is an individual issue due to the diverse nature of disability and that disclosing the disability should be secondary to highlighting the individual's skills and abilities.

Minton stresses throughout the article the importance of educating the job interviewer. The author believes that it is the responsibility of the job seeker with a disability to educate the interviewer about disability, enabling the interviewer to focus on the applicant's abilities and job skills.

Rabby, R. & Croft, D. (1989). Take charge: A strategic guide for blind job seekers. Boston, MA: National Braille Press.

Rabby and Croft's book presents issues relating to career development, preparation and achievement to individuals who are blind and parents of children who are blind. Although much of the text is relevant to individuals with other types of disabilities, the focus of the book is specific to individuals who are blind.

General topics covered by this reference are exploring the possibilities of employment, conducting a self-assessment, developing and writing a resume, writing cover and disclosure letters, conducting a job search, managing an interview, and identifying job keeping and coping skills. The authors acknowledge the difficulty of encountering the negative attitudes of interviewers, employers, and co-workers during the career development process and provide examples of effective strategies that people who are blind have used to become successfully employed.

This reference is valuable to people who are blind because it is written for that specific audience. When the authors discuss disclosure, they do so by suggesting very specific strategies for disclosing one's blindness during the job search. An audio edition of the book is available.

Rosenthal, I. (1992). Counseling the learning disabled late adolescent and adult: A self psychology perspective. Learning Disabilities Research & Practice, 7, 217-225.

The author uses Kohut's formulation of the self theory to explain the cause of many of the difficulties, e.g., learned helplessness and low self-esteem, faced by individuals with learning disabilities in postsecondary education. Rosenthal describes counseling interventions he has developed for students with learning disabilities in higher education based upon Kohut's theory.

The objective of Rosenthal's counseling interventions is to assist students with learning disabilities in developing greater social awareness and competence, more positive self-esteem, and a more cohesive sense of self. He advocates the use of a variety of counseling approaches and methods to achieve these ends, emphasizing that counseling interventions need to be flexible in order to be responsive to the unique and diverse needs of individuals with learning disabilities.

While this article focuses on identifying mental health interventions that will promote self-growth and a cohesive self, it is important to acknowledge the role self-esteem plays in the career development of an individual with a disability. Rosenthal says that career counseling may play a facilitative role in the development of a student's self-esteem.

Thompson, A.R. & Hutto, M.D. (1992). An employment counseling model for college graduates with severe disabilities: A timely intervention. Journal of Applied Rehabilitation Counseling, 23, (3) 15-17.

According to the authors, colleges are not prepared to meet the specific needs of college students with disabilities; therefore, new service models are required. They describe a model which addresses the job search needs of this population.

Twelve students with severe visible disabilities (visual and orthopedic impairments) participated in the project. These students completed an assessment inventory which identified the following concerns: (a) resume writing; (b) presentation skills; (c) creating a positive impression; (d) limited work experience; (e) economic disincentives; (f) limited accessible housing and transportation; and (g) limited knowledge of employment legislation.

Project staff and students, after developing individualized plans to address specific concerns, met weekly to complete goals. No information was

provided on placement outcomes as a result of project interventions, although student response to the project as a whole was reported as favorable.

Unger, K.V., Anthony, W. A., Sciarappa, K., & Rogers, E. S. (1991). A supported education program for young adults with long-term mental illness. Hospital and Community Psychiatry, 42(8), 838-842.

The authors discuss young adults with severe psychiatric disabilities and the need for new and innovative rehabilitation programs. One approach is supported education programs which seek to integrate persons with psychiatric disabilities into institutions of higher learning. A longitudinal, repeated measures research design was used to measure vocational and educational outcomes of students participating in the Continuing Education Program at Boston University. Fifty-two students (age 18-35) participated in a four course curriculum designed to teach the skills needed to choose, develop, and implement a career plan. Baseline data concerning vocational and educational status and self-esteem (Rosenberg Self-Esteem Scale) was obtained. Quarterly reassessments allowed the measurement of change.

The authors report that the students, as a group, changed positively over time on vocational and educational functioning (42% of the students were competitively employed or enrolled in an educational program, compared with 19% before the intervention). Self-esteem was also noted to have significantly increased. Reasons cited for the changes include the career development curriculum and the safe context of the classroom environment.

Another factor for influencing change was the importance of the close relationships between project staff and students. It is suggested that the provision of rehabilitation services on a university campus may be a beneficial addition to more traditional approaches to service delivery. Randomized, controlled investigations of supported education to assess whether such interventions will have a "unique and long-lasting effect" on young adults with mental illness are recommended.

Witt, M. (1992). Job strategies for persons with disabilities. Princeton, NJ: Peterson's Guides.

This career reference for people with disabilities by Melanie Witt thoroughly and comprehensively addresses the topic of job strategies for people with disabilities. The tone of the book is realistic and upbeat and the information is current and relevant.

Some of the job strategies the author discusses are understanding the ADA, identifying job trends, conducting a self-assessment, identifying and requesting job accommodations, making career decisions, disclosing a disability during the job hunting process, writing resumes and cover letters, conducting a job search, researching employers, and developing interviewing skills. The article includes a reference list of organizations, associations, and agencies that may be useful to individuals with disabilities during the process of career development, preparation, and achievement. Readers will also find a suggested reading list and information on adaptive assistance and job accommodations.

Employment/Workplace Accommodations

Honeck, J. (1991, Winter). IBM's focus: On employees' abilities. Journal of Career Planning and Employment, 51(2), 68-71.

This article features IBM's aggressive recruiting and hiring of people with disabilities. IBM began actively recruiting people with disabilities in 1942. The company promotes the philosophy that "accommodation is simply an extension of IBM's first basic belief, that of respect for the individual" (p.68). According to the author, IBM works to provide accommodations for all employees, whether or not they have disabilities.

IBM college recruiters are trained to seek students with disabilities, and they are expected to ensure that managers who conduct the interview and do the hiring also actively pursue hiring candidates with disabilities. If tests are given during the hiring process, accommodations consistent with those that

can be made on the job are given. Disability issues are included in management training throughout the company.

IBM has been active outside its own organization as a founding member of the President's Committee on Employment of People with Disabilities and as a sponsor of *Mainstream* magazine's search for outstanding college graduates with disabilities. Company leaders are concerned that very few students with disabilities are going into technical areas, such as engineering and mathematics, and they seek opportunities to encourage students to consider these fields.

Grossman, P.D. (1992). Employment discrimination law for the learning disabled community. Learning Disability Quarterly, 15(4), 287-329.

This article is part of a special issue on employment. The author provides a comprehensive discussion of the "legal protections prohibiting employment discrimination on the basis of disability" as it pertains to learning disabilities. This specialized learning disabilities perspective makes this information especially useful for individuals with learning disabilities and to professionals and service providers in this field. The article contains three major sections. The first section identifies and explains basic terms and concepts contained in Title V of the Rehabilitation Act of 1973 and Title I of the Americans with Disabilities Act. In the second section the author explores the definition of disability as it pertains to Section 504 and the ADA. Essential functions and reasonable accommodations are discussed, and reasonable accommodation is related to determining who is qualified. In this section the author covers in more depth issues raised in the first section, provides rich context for the law, and cites relevant court cases. In the final section the author reports on five primary approaches that may be employed in challenging discrimination; discusses legal strategies concerning disclosure of a hidden disability; details "procedures and remedies" when initiating legal action under Title I of the ADA and Section 504 of the Rehabilitation Act of 1973; and mentions additional federal statutes and state and municipal laws which offer legal protection.

Jacobs, A. E. & Hendricks D. J. (1992). Job accommodations for adults with learning disabilities: Brilliantly disguised opportunities. Learning Disability Quarterly, 15(4), 274-285.

This article is part of a special issue on employment. The authors provide definitions and explanations of the term job accommodation. Functional limitations as a result of the disability and knowledge about the specific job duties are identified as essential information that must be obtained in order to make job accommodations. They also discuss the issue of remediation vs. accommodation.

The authors present a study of cases (N=371) handled by the Job Accommodation Network involving accommodations for adults with learning disabilities from the period January 1987 through June 1991. Results of the study reveal that businesses requesting information on accommodations were predominantly service industries. At the time of accommodation request, the largest category of employees were those whose employers felt accommodation was necessary for the employee to retain the position. Reading difficulty is mentioned as the most common functional limitation cited; some type of assistive device is typically needed for these individuals to maximize their employment potential. It is noted that usually the accommodations are relatively inexpensive and are already available in the place of employment.

Five case examples which exemplify possible case scenarios handled by the Job Accommodation Network are presented. The authors also provide a list of resources concerning accommodations for adults with learning disabilities.

Martinez, M. N. (1990, November). Creative ways to employ people with disabilities. Human Resources Magazine, pp. 40-44, 101.

The author examines how the Americans with Disabilities Act may impact hiring practices and physical workplace construction in both small and large companies. The article is framed around the central concerns of reasonable accommodations and employers' compliance with the government regulations. The author recommends development of a strategic plan, for both compliance and recruitment, that is based on current

practices of selected companies. Exemplary efforts of several companies are reviewed, including Kreonite, Inc., Statistica, Inc., U.S. West Communications, and Honeywell.

Also included in the article is a summary chart of the employer resources guide prepared by the President's Committee on Employment of People with Disabilities. Among the 12 resources reviewed are the Targeted Jobs Tax Credit (TJTC), Job Accommodation Network (JAN), and Job Training and Partnership Act (JTPA). Additionally, the author includes a section entitled "Cost of Job Accommodations" where information from a 1989 Census Bureau survey, a 1987 Harris Poll, and data from the Job Accommodation Network are used to provide an accurate appreciation of the costs of job accommodations.

Noel, R.T. (1990, August). Employing the disabled: A how and why approach. Training & Development Journal, 44(8), 26-32.

The practical suggestions of the author address the implementation of changes in employment practices mandated by the Americans with Disabilities Act. The author provides working definitions of disability and reasonable accommodation, illustrates the use of accommodations by providing examples of low-tech and high-tech accommodations, and describes the potential cost to employers. Changes in demographics, such as lack of availability of young workers and growth in the numbers of retirees, are cited as additional reasons for employers to look toward people with disabilities as an untapped human resource. Employing people with disabilities reduces the tax burden created through payment of disability benefits and enhances worker quality of life. Reviewing the tasks and functions of the job for job-relatedness, redesigning the job, and providing necessary accommodations are discussed as methods for effectively hiring people with disabilities.

President's Committee on Employment of People with Disabilities (1992). Ready, willing & available: A business guide for hiring people with disabilities. Washington, D.C.: Author.

This free 26 page booklet is written for both current and future employers of people with disabilities and provides a clear and concise orientation to employing people with disabilities. The booklet also contains guidelines for interviewing applicants with disabilities.

The guide addresses the issue of providing job accommodations for employees with disabilities and identifies resources that businesses may use to make job accommodations. The text also includes a discussion of job analysis, offers a sample format for determining essential functions of a particular job, and recommends a six-step process for integrating people with disabilities into the workplace. In addition, the booklet reviews the ADA and other disability laws and identifies seven specific steps in developing an affirmative action plan.

See Appendix A for the address of the President's Committee on Employment of People with Disabilities.

Second Annual Reader Survey. Careers & the disABLED, 8 (2), 54-58.

This article presents results from a survey of college students and professionals with disabilities who read Careers & the disABLED. The sample size was 788 and represents a 35.6% rate of response. It is worth noting that nearly 60% of the respondents are mobility impaired, 80% of the respondents are between the ages of 18 and 50, 52.6% are male, and nearly 30% are unemployed.

The authors' analysis of the quantitative data indicates 48.3% of the respondents are currently working and receive similar compensation for their work as do employees who do not have a disability. The survey also revealed that half of those are employed work in technical disciplines and half work in nontechnical fields.

On the basis of the participants' responses, the authors compiled a list of the top 100 companies committed to hiring, retaining, and promoting people with disabilities. Another valuable graphic illustrates which job-search resources were used most often by respondents in learning about job openings. The article concludes with a range of useful advice drawn from the

qualitative data that includes tips to consider during the job search and job interview.

Weisenstein, G. R. & Koshman, H. L. (1991). The influence of being labeled handicapped on employer perceptions of the importance of worker traits for successful employment. Career Development for Exceptional Individuals, 14(1), 67-76.

Conducted in the greater Seattle area, this study investigates whether the label of "handicapped" affects employer perceptions of non-occupationally specific worker traits needed for employment in service and retail businesses. It also explores the worker traits that were perceived by employers as the most important in determining job success for employees with and without the label of "handicapped."

A non-random sample of two hundred service and retail businesses were placed in two equal groups: one to receive a questionnaire addressing traits needed by employees from the general population and the other employees with "handicapping conditions." The researchers used a four-option response scale from "very necessary" to "not necessary" for job success. A total of 78 usable questionnaires were returned — 47 from employers rating the general population and 31 that referenced employees with disabilities.

Based on a t-test, no significant difference in employer perceptions of standards between employees with or without disabilities was found. Only one item, "ability to accept criticism and implement suggestions" was ranked as more necessary to employment of those with disabilities than for employees without disabilities.

The authors suggest that employer expectations for worker traits may not be appreciably influenced by the label "handicapped." Furthermore, they suggest that training to prepare persons with disabilities for employment should emphasize the same behaviors and characteristics as nondisabled persons. "Selling" individuals with disabilities to employers on the basis of unique work behaviors was felt to reinforce negative stereotypes.

Follow-up Studies

Adelman, P.B. & Vogel, S.A. (1990). College graduates with learning disabilities — employment attainment and career patterns. Learning Disability Quarterly, 13, 154-166.

This article describes a research project which studied the effects of highly coordinated support services on the educational attainment and employment status of students with learning disabilities. Questionnaires were sent to eighty-nine students who received services from the Learning Opportunities Program at Barat College. Of the 56 students who responded to the survey, 31 were graduates. Of the students who graduated, 30% majored in education, while 25% majored in management and business.

Forty-two percent of the graduates reported working in some area of business. When asked how their learning disabilities affected them at work, 44% stated they had processing difficulties, 27% reported language difficulties and 4% revealed social/emotional difficulties. Thirty-six nongraduates reported that their learning disability had no effect on job performance. Compensatory strategies used by respondents included taking extra time to complete assignments, asking for additional help and monitoring one's work.

Study results indicated that job success may be affected by the individual's insight into how the disability affects him/her and by his/her ability to compensate for difficulties. Given these findings, the authors conclude it is important for learning disability specialists to assist students in developing self-understanding as well as to promote experiential activities such as job shadowing and internships to provide the student with opportunities to learn what compensatory strategies might be used in a specific career.

DeLoach, C.P. (1989). Gender, career choice and occupational outcomes among college alumni with disabilities. Journal of Applied Rehabilitation Counseling, 20(4), 8-12.

This article investigates the correlation between career choice and occupational outcomes of college-educated women with disabilities. The

author surveyed 925 University of Illinois alumni with disabilities, of whom 501 responded.

Chi-square analysis indicated no significant difference between men and women in employment status, although there was disparity between the percentages of men and women working part-time. Chi-square analysis revealed significant relationships between gender and marital status; gender and occupational category; gender and choice of major; and gender and salary level. Approximately 65% of the men surveyed were married as opposed to 47.9% of women. In occupational categories, women were less likely to be represented in administrative and managerial, general business, computer science, law, engineering and medicine than their male counterparts. The majority of women surveyed reported careers in the helping professions and clerk/secretarial. Survey results also indicated that women gravitated toward traditionally female-dominated majors: education, rehabilitation and allied health sciences, and social work, whereas the majority of men chose business, law, computer science, and engineering. As a group, women earned less than men. More than 50% of women surveyed said they earned $20,000 to $39,999 annually, whereas more than 60% of the of the men surveyed earned $31,000 to more than $50,000 annually.

The author contends that because of the correlation between choice of college major, occupational category and income level, counselors must address gender equity and promote career exploration for women with disabilities in order to provide a broader range of employment options for women with disabilities.

DeLoach, C.P. (1992, January/February/March). Career outcomes for college graduates with severe physical and sensory disabilities. Journal of Rehabilitation, pp. 57-63.

The author discusses the improved employability and financial independence of college-educated individuals with severe disabilities. To assess employment status, disability type and level of income, the author surveyed 898 University of Illinois alumni with disabilities. Of the 501 alumni who responded to the survey, 418 were currently employed, 54 were unemployed and 32 were retired. Of those who were not working, fewer than one percent had never been employed. Chi-square analysis indicated no

significant difference between disability type and employment status; a significance level of p=.05 between disability type and occupational category was indicated.

Alumni surveyed represented diverse occupations and earned incomes ranging from $5,000 to more than $50,000 annually. Only two percent of the respondents surveyed received supplemental security income (SSI) payments. The author cautions that because the University of Illinois was the first to admit students with severe disabilities, only the most qualified and motivated individuals gained admittance; therefore, the success of the alumni represented in this article may be due to the highly selective nature of the program.

Frank, K., Karst, R., & Boles, C. (1989). After graduation: The quest for employment by disabled college graduates. Journal of Applied Rehabilitation Counseling, 4 (4), 3-7.

The authors report on a study to determine whether a college education equalizes employment opportunities for graduates with disabilities when compared to graduates without disabilities. Questionnaires were sent to matched groups of 50 graduates with disabilities and 50 graduates without disabilities. Findings were reported on the respondents' search for employment before graduation and on their post-graduation employment experiences.

Both groups listed friends, professors, newspapers, and family members as sources of employment information. However, while nondisabled graduates listed the college career planning and placement office as a source of information, disabled graduates included their vocational rehabilitation counselor.

Reports of post-graduation experiences indicated that both groups were employed full- and part- time in the same proportions and averaged about the same length of time in full-time employment. However, graduates with disabilities required a longer period of time to obtain a job and were more likely to be employed outside their chosen field. Graduates with disabilities tended to have jobs at the extremes (i.e., professional level or at low skill levels), while graduates without disabilities had jobs in the middle range (i.e., semi-skilled and skilled jobs). At the time of the study, 65% of the graduates

with disabilities were employed compared to 89% of the graduates without disabilities. However, of the graduates with disabilities, only 21% of those who received vocational rehabilitation services were unemployed compared to 67% of those who did not receive vocational rehabilitation services.

Gerber, P.J., Ginsberg, R., & Reiff, H.B. (1992). Identifying alterable patterns in employment success for highly successful adults with learning disabilities. Journal of Learning Disabilities, 25(8), 475-487.

This article is part of a special series on learning disabilities in adulthood (in the August/September and October issues). The authors report on a major study of successful adults with learning disabilities. Seventy-one moderately or highly successful adults with learning disabilities were interviewed. Determination of success was based on income, job classification, level of education, prominence, and job satisfaction. Sixty-three of those interviewed were college graduates and forty-eight of those held graduate degrees as well.

The study identified alterable variables that were involved in these individuals' success. "Alterable variables" were defined as circumstances that affect success and are susceptible to change. Taking control of one's life was the key characteristic of the successful adults. Internal decisions identified as alterable variables included having a strong desire to succeed, setting goals that were reasonable and yet that involved risk-taking, and reframing the learning disabilities experience. Reframing involved recognizing, accepting, and understanding their disability and making a conscious decision on how to deal with it. External manifestations were those variables in which the adults adapted themselves to their environment and adapted the environment to their needs. These external manifestations included persistence, "goodness of fit" (seeking environments in which they could succeed), learned creativity (unique approaches to solving problems), and social ecologies (seeking out a support system). All of these alterable variables were found in the moderately successful group but to a lesser degree than in the highly successful group.

Note that another report on this study is found in this bibliography. See the abstract of the article by Reiff, Gerber, and Ginsberg (1992).

Reiff, H.B., Gerber, P.G. & Ginsberg, R. (1992). Learning to achieve: Suggestions from adults with learning disabilities. Journal of Postsecondary Education and Disability, 10(1), 11-23.

This article reports on a study of highly successful adults with learning disabilities. A more in-depth report of the same study is found in Gerber, Ginsberg, and Reiff (1992), also abstracted in this bibliography. Please see that abstract for the key findings of the study. The article abstracted here includes less information on the methodology of the study and does not describe the differences between the highly and moderately successful groups. However, this article provides recommendations on how the postsecondary service provider can assist students to take control of "alterable variables" in their lives. The authors stress that these alterable variables interact with one another, and that it is therefore important for service providers to develop an ecological perspective in their approach to serving students with learning disabilities.

Spekman, N.J., Goldberg, R.J., & Herman, K.L. (1992). Learning disabled children grow up: A search for factors related to success in the young adult years. Learning Disabilities Research & Practice, 7 (161-170).

This article explores factors related to success of young adults with learning disabilities. Using both quantitative and qualitative data, the authors conducted a study of two groups of young adults who had attended the Frostig School, one successful (n=29) and one not successful (n=21). In determining success, the researchers considered the person's accomplishments in relation to those considered appropriate for that age group; the individual's perception of himself or herself and how satisfied the individual was in his or her situation; and the match between the individual's current activities and his or her aspirations.

Quantitative data revealed that the two groups came from similar backgrounds and initially sought services at about the same age. IQ scores of the two groups were also similar as were the proportion of individuals who had mild to moderate emotional problems. However, the unsuccessful group had been enrolled in the Frostig School longer, and a higher percentage of them had required placement in a hospital or residential center at some time.

Qualitative data revealed that with both groups, the learning disability did not go away in adulthood, stressful events occurred in their lives, and the groups tended to mature later than non-disabled peers. This delayed maturation included financial dependence on their families and lack of intimate relationships. The successful group did have some unique qualities. They were more self-aware and proactive, talked openly about their learning disabilities, and persevered. In addition, they set goals and made use of support systems.

Professional Development/Policy

Bowe, F.G. (1992, Fall). Empowerment: Dependence versus independence. OSERS News In Print, 5(2), 4-7.

The author has divided federal legislation into two categories: dependence legislation and empowerment legislation. Bowe contends that the 1954 amendments to the Social Security Act were the foundation of dependence legislation. The rules of SSI and Medicaid foster dependence and disempower people with disabilities by providing disincentives to pursue work.

According to Bowe, the Rehabilitation Act of 1973 marked the beginning of the empowerment movement. However, Bowe argues that society has empowered people with disabilities in "legislation only" and that people with disabilities have not yet "incorporated into their thinking the life-altering choices new laws have given them" (p. 5). In Bowe's opinion, people with disabilities have not advanced at a rate similar to other oppressed minority groups. The author identifies the Americans with Disabilities Act (ADA) as a framework for future empowerment of people with disabilities. He also recommends that Independent Living Centers become more active in their efforts to educate their communities about the ADA.

Carlton, P.M. (1990). Enhancing job placement skills for students with disabilities: Training and resources for career counselors and students. In J.J. Vander (Ed.), Reaching New Heights: Proceeedings of the 1989 AHSSPPE Conference (pp 123-125). Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education (now AHEAD).

The author describes a project designed to increase the rate of employment of students with disabilities who were graduating from a large university. Research indicates that the probability of employment for persons with disabilities increases as their educational levels increase. The author states that it is imperative for college students with disabilities to gain appropriate assistance in locating employment.

To bridge the gap, a four-phase project was developed. The initial phase involved the survey of 17 placement services on campus to assess counselors' comfort levels with working with students with disabilities and to assess their training needs. In the second phase, workshops were developed which addressed the staff needs identified in the survey. These workshops included overviews of disabilities, panel discussions, demonstrations, and simulations. The third phase involved job seeking skills training for students, which included resume and cover letter writing as well as mock interviews. In the final phase, a handbook for career counselors was developed. No information is given on results of the project, such as placement outcomes or increased use of placement offices by students with disabilities.

See Appendix A for the address of AHEAD (Association on Higher Education and Disability).

Hosie, T.W., Patterson, J. B., & Hollingsworth, D. K. (1989). School and rehabilitation counselor preparation: Meeting the needs of individuals with disabilities. Journal of Counseling & Development, 68 (3), 171-176.

The purpose of this article is to examine changes that have occurred during the past ten years which have influenced counselor preparation and to explore accreditation standards for school and rehabilitation counselor education programs.

Many of the points that the authors make are also valuable for disability service providers and career center personnel.

The authors identify the following challenges to counselors working with people with disabilities: (a) knowledge of the range of services available; (b) types of disabling conditions; (c) ethnic, cultural and language issues; (d) family involvement; (e) technological advancements; (f) ethics and ethical decision-making skills; and (g) interdisciplinary collaboration. Also in this article, the authors have modified and restated Hosie's proposed fourteen competency areas for school and rehabilitation counselors. It is important to note that the authors have included in this list of competencies the "knowledge of the impact of disability on the career decision making process and the skills to assist individuals with disabilities in career decision making and development" (p. 174).

The authors stress the need for ethics and for counselors to function within the limits of their defined role, training, and technical competence. They believe that the numbers of ethical dilemmas are increasing for counselors working with individuals with disabilities and that counselors are not being adequately prepared to make those ethical decisions.

Roberts, A. H. (1992). Looking at vocational placement for the blind. RE: View, 23(4), 177-184.

The author shares insights, from both a personal and professional perspective, into the vocational placement problems faced by people with visual impairments. He recommends that more attention be given to equipping the counselor for the placement process and notes that current professional practices pay "much attention" to methods for convincing employers to hire a person with a disability.

The author recommends that counselors develop a personal value system that is supportive, positive and optimistic about the placement process. This value system should include an assessment of personal attitudes towards (a) the primacy of work; (b) one's work ethic; (c) knowledge of disincentives; (d) understanding reasonable accommodations; (e) the functional limitations of visual impairments on job performance; and (f) client readiness.

Offering a model placement policy for organizations to consider, the author offers a rationale for such policy statements and examines the

professional's intrinsic and extrinsic incentives for proper placement. He urges placement agencies to consider extrinsic incentives, such as those used in private corporations, to motivate rehabilitation counselors.

Simpkins, K.L. & Kaplan, R.K. (1991, Winter). Fair play for disabled persons: Our responsibilities under the new ADA. Journal of Career Planning & Employment, pp. 41-46.

This article provides information on how the ADA affects campus career services. The authors give an overview of Title I, which covers employment requirements, and Title III, which covers requirements for public accommodations that are operated by private entities. The article implies that Title III covers any educational institution, but in fact, Title III covers private schools and Title II covers public institutions.

The authors suggest that career centers can meet only the letter of the law or they can also meet the spirit of the law. Examples of meeting the letter of the law would be to avoid discrimination by not prescreening candidates for a recruiter, by ensuring that assessment tools measure the students' interests and aptitudes and not his or her disability, and by making all programs provided by the career center accessible. Career centers must also make a good faith effort to ensure that recruiters follow the letter of the law while on campus.

Examples of meeting the spirit of the law include educating employers on the benefits of hiring students with disabilities and actively recruiting students with disabilities to use the career services on campus.

Appendix A:

Addresses

AHEAD (Association on Higher Education and Disability), P.O. Box 21192, Columbus OH 43221-0192.

HEATH Resource Center, One Dupont Circle, NW, Washington D.C. 20036-1193.

President's Committee on Employment of People with Disabilities, 1331 F Street NW, Washington, D.C. 2004-1107.

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